

HERMAN H. HORNE AND THE CURRICULUM

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Dr. Horne, being an idealist in the philosophy of education, emphasized mental development or cultivation of the intellect as being the major goal of instruction.

Dr. Horne (1874-1946) received his Ph.D. from Harvard University and later studied at the University of Berlin. He taught history of education and philosophy at New York University for more than thirty years. Herman H. Horne was born in Clayton, North Carolina. Dr. Horne was a student of Josiah Royce, a prominent idealist.

Dr. Horne is still a leading educator quoted on his philosophy of idealism in the curriculum. He believed mental development to be the major goal of instruction. Dr. Horne believed in the reality of mind. The mind needs stimulation, encouragement, freedom to deliberate, and enrichment. The mind is the single most important facet of the human being. Physical development and emotional achievement are salient to the degree that mental development is aided. Dr. Horne believed that the mind survives after the death of the person. The mind, being spiritual not physical, endures after this temporal life on earth has been completed. The spiritual facet then can be united with God or the Absolute in the hereafter.

Mind comprehends reality through

observing, reflecting, analyzing, and appraising. The natural and social environment is known through mental activities and intellectual development. Thus, cultivation of the intellect is the major goal of the curriculum. The mind creates, develops, synthesizes, and portrays. Mind is not passive, but active in its endeavors, according to Horne.

Dr. Horne advocated an academic curriculum for students. General and liberal education should receive primary emphasis. Vocational education should not be emphasized in the public school curriculum. The academic areas must receive major attention. A subject centered, not activity oriented curriculum, needs to be in the offing for students.

Which curriculum areas would be stressed by Dr. Horne? Geography would emphasize relevant subject matter for student acquisition. The learner should achieve understanding of vital geographical content such as rivers, lakes, seas, mountains, hills, plains, and plateaus. Depth teaching, not survey approaches, should be in the offing. The geography curriculum should have